

Educating Students with Disabilities in California

State Council on Developmental Disabilities
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Special Education Division
California Department of Education



















JUL 4 2004















Work
Hard!

Work
Hard!

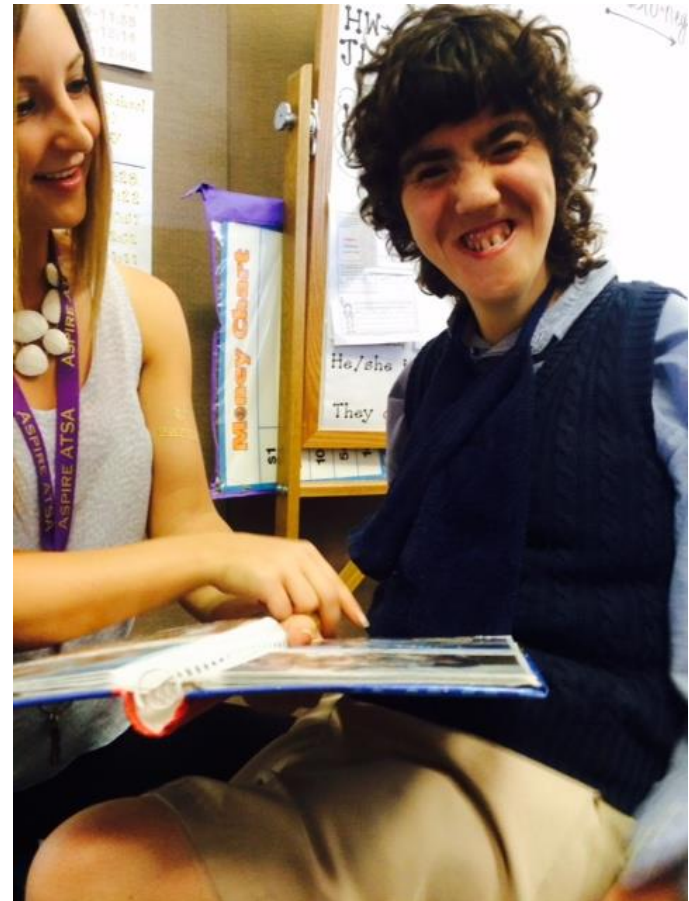
Get
Smarter!







My Why



Our Collective Why



What should we ultimately be mapping to in K-12 education?



Jobs



Demographics of students in California?



California K-12 Enrollment 2015-16

= 6,226,737

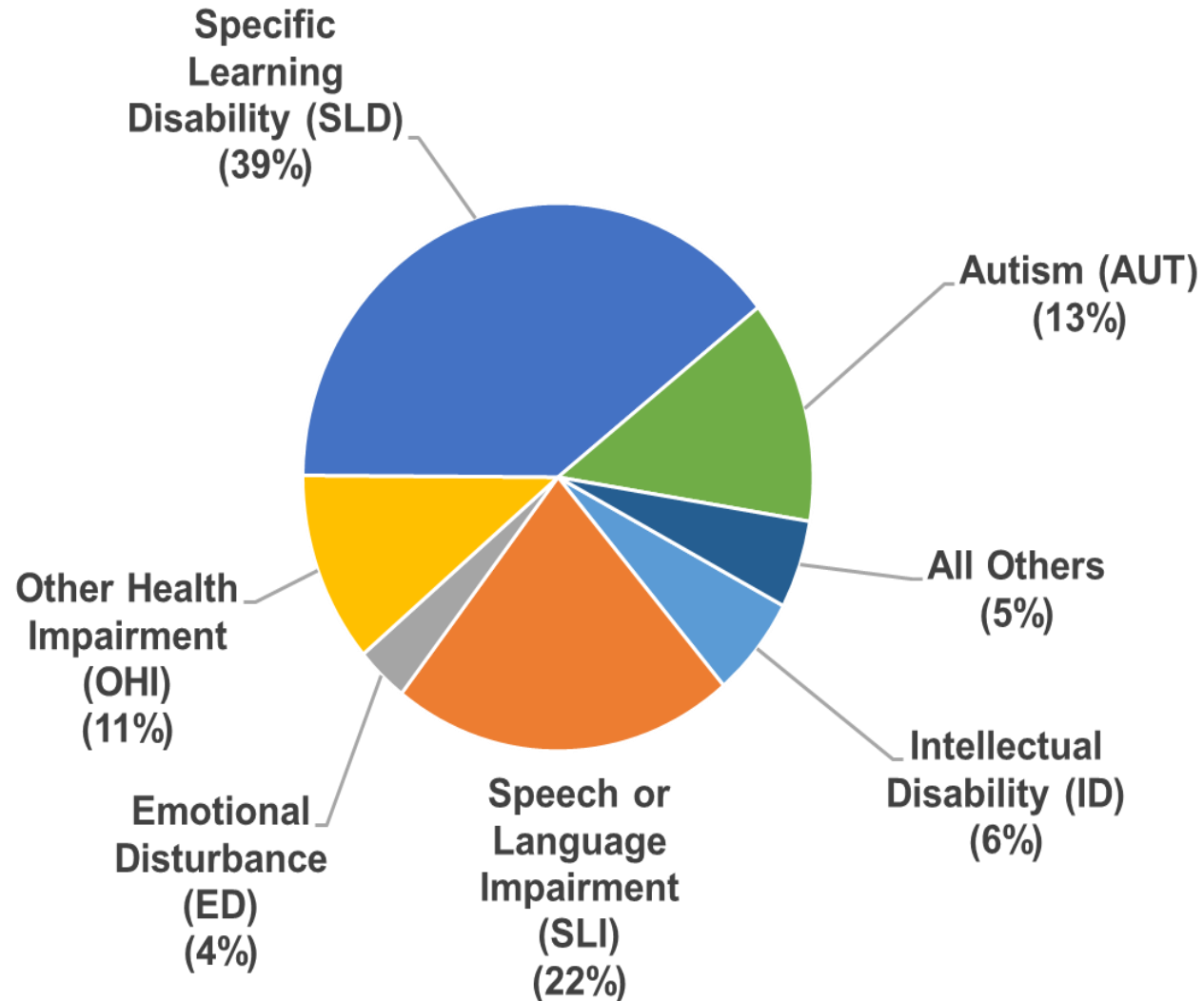
Ethnicity	Number of Students	Percent of Total Enrollment
Hispanic or Latino of Any Race	3,360,562	53.97%
American Indian or Alaska Native, Not Hispanic	34,704	0.56%
Asian, Not Hispanic	551,229	8.85%
Pacific Islander, Not Hispanic	30,436	0.49%
Filipino, Not Hispanic	156,166	2.51%
African American, Not Hispanic	361,752	5.81%
White, Not Hispanic	1,500,932	24.10%
Two or More Races	192,146	3.09%
None Reported	38,810	0.62%
Total	6,226,737	100.0%

Number and Percentage of Students with IEPs by Disability K-12 from 2005–06 to 2015–16

	2005–06		2015–16		2005–2016
Disability	Number	Percent	Number	Percent	Percent of Change
AUT	34,668	5.07	97,162	13.23	180.3
OHI	39,437	5.77	82,855	11.28	110.1
TBI	1,787	0.26	1,706	0.23	-4.5
ED	27,511	4.03	24,316	3.31	-11.6
ID	43,739	6.40	43,913	5.98	0.4
HH	8,150	1.19	10,326	1.41	26.7
SLI	181,320	26.54	159,755	21.75	-11.9
OI	15,653	2.29	11,745	1.60	-25.0
DB	229	0.03	103	0.01	-55.0
VI	4,761	0.70	3,670	0.50	-22.9
DEAF	4,337	0.63	3,449	0.47	-20.5
SLD	314,817	46.08	288,296	39.25	-8.4
MD	6,125	0.90	6,620	0.90	8.1
EMD	644	0.09	506	0.07	-21.4
All Categories	683,178		734,422		27

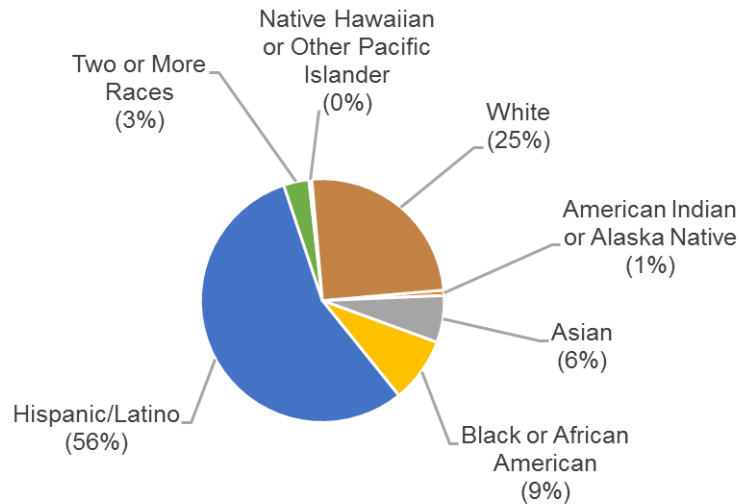
K-12 Students with IEPs by Disability

2015–16

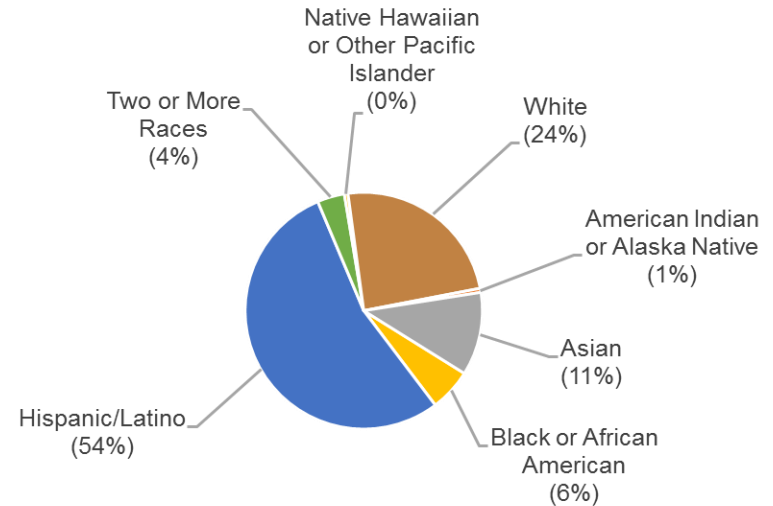


K-12 Students with Disabilities by Ethnicity 2015–16

Students with Disabilities



All Students



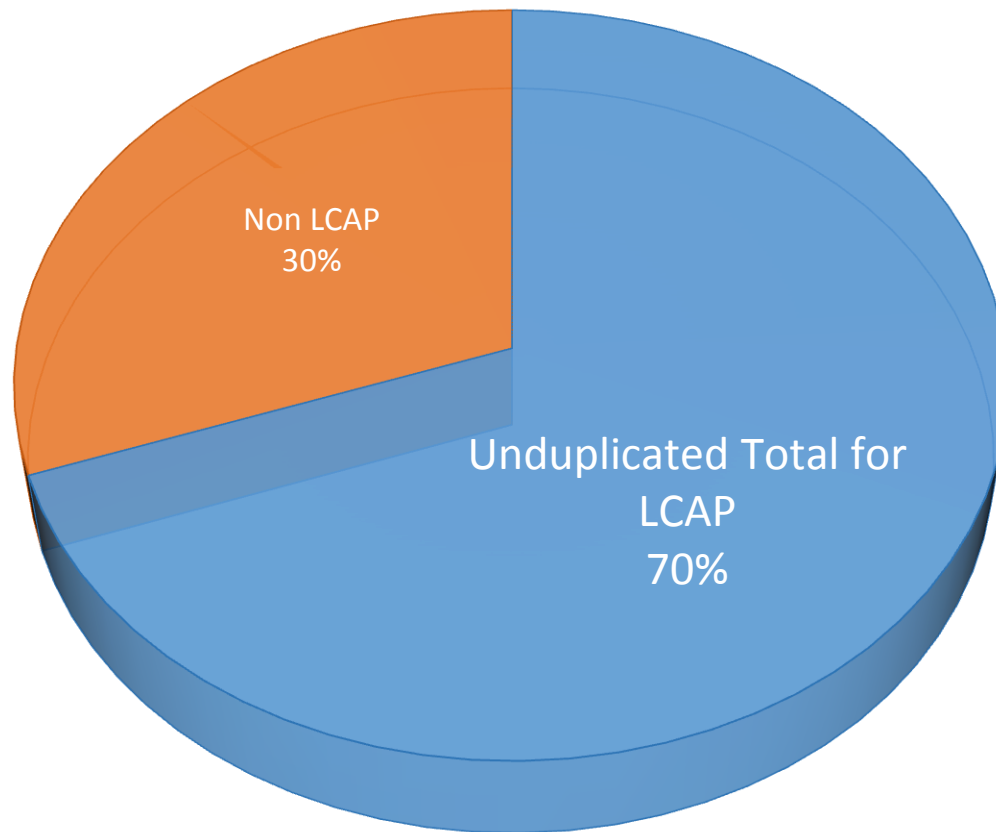
Ethnicity	# of SWD	Percent SWD	All Students	Percent All
Hispanic or Latino	408,628	55.64%	3,360,562	53.97%
American Indian or Alaska Native	5,332	0.73%	34,704	0.56%
Asian	45,695	6.22%	707,395	11.36%
Native Hawaiian/Pacific Islander	2,888	0.39%	30,436	0.49%
African American	63,506	8.65%	361,752	5.81%
White	183,556	24.99%	1,500,932	24.10%
Two or More Races	24,817	3.38%	230,956	3.71%
Grand Total	734,422	100.00%	6,226,737	100.00%

Students with Disabilities and the Local Control Funding Formula (LCFF)



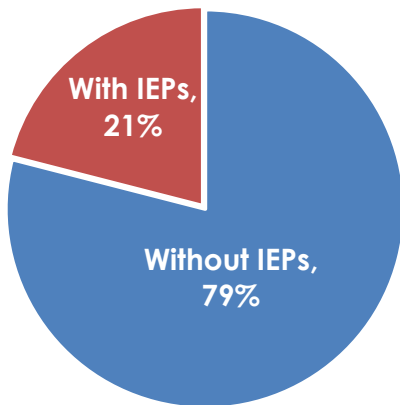
- Students with disabilities are part of the LCFF

Percent of SWDs who are also in one or more of the Local Control Funding Formula (LCFF) Subgroups

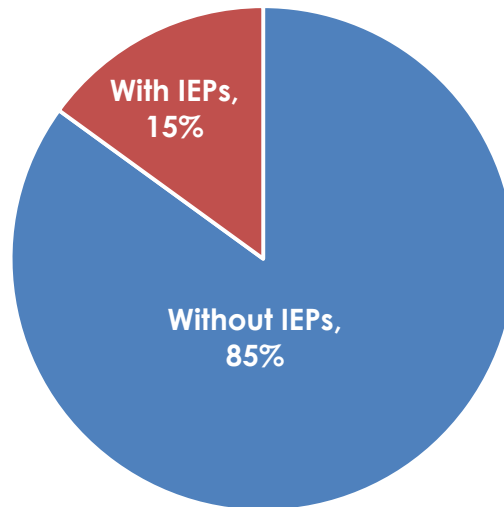


Students with IEPs in LCAP Target Populations*

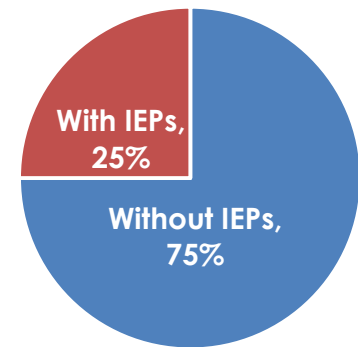
English Learners
(22.1% of CA students)



Free and Reduce Priced Meals
(59% of CA students)



Foster Children
1%



Total Percentage of Students
with IEPs in California: 10.9%

*2015-16

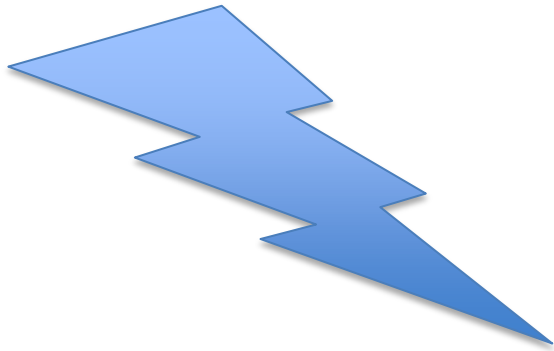
A Perfect Storm for Change



**DON'T
WORRY**

Recent Changes in Federal Reporting Requirements

COMPLIANCE



“Results Driven Accountability”

What is Results Driven Accountability? (RDA)

The primary focus of Federal and State monitoring activities shall be on...



improving educational
results and functional
outcomes for all children
with disabilities

ensuring that States
meet... the program
requirements, with...
emphasis on those most
related to improving results

20 U.S.C. 1416(a)(2)
Sec. 616(a)

Proficiency Rates among California's Students With Disabilities

2016 CAASPP*	Students who Met or Exceeded Standard	Students who Nearly Met or Did Not Meet Standards
English Language Arts	13%	87%
Mathematics	11%	89%

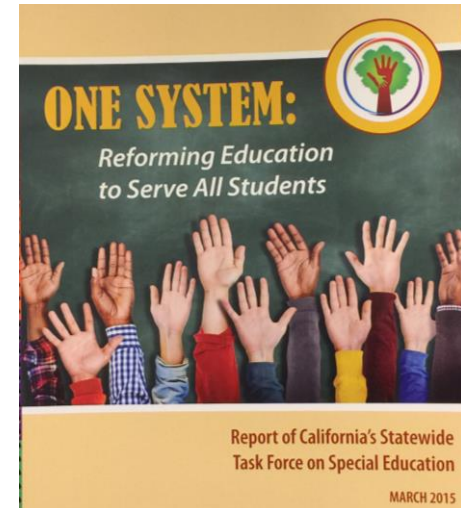
Source: caasp.cde.ca.gov

*CAA 2016 summary results not yet released

2015 Special Education Task Force Report

Recommendations Focus on Seven Areas:

- early learning
- evidence-based school and classroom practices
- educator preparation and professional learning
- assessment
- accountability
- family and student engagement
- special education financing



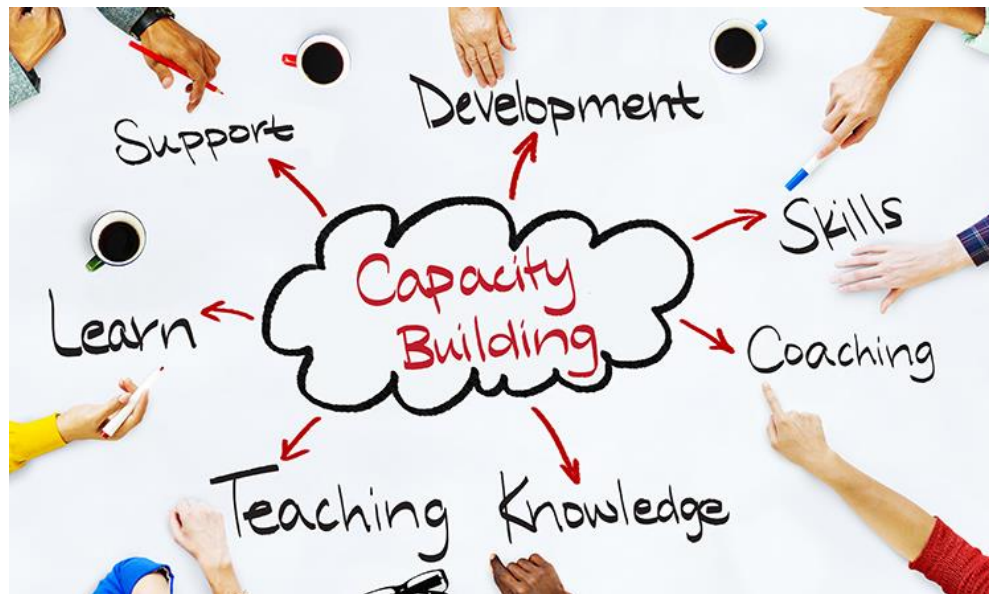


California's State Systemic Improvement Plan: System of Coherent Improvement Strategies for Increased Academic Outcomes

- Tiered approach to providing technical assistance to LEAs
- Focus on evidence-based practices to support improved student performance
 - Student engagement (reduced absences)
 - Student discipline (fewer suspensions and expulsions)
 - Access to, and instruction in, the CCSS

CDE Technical Assistance Focus

- Serve as a linkage to research and evidence base, best practices and lighthouse models in order to assist LEAs and schools in improving academic achievement.



Specific Areas of Focus

1. Educating students with disabilities in the most inclusive environment beginning in preschool



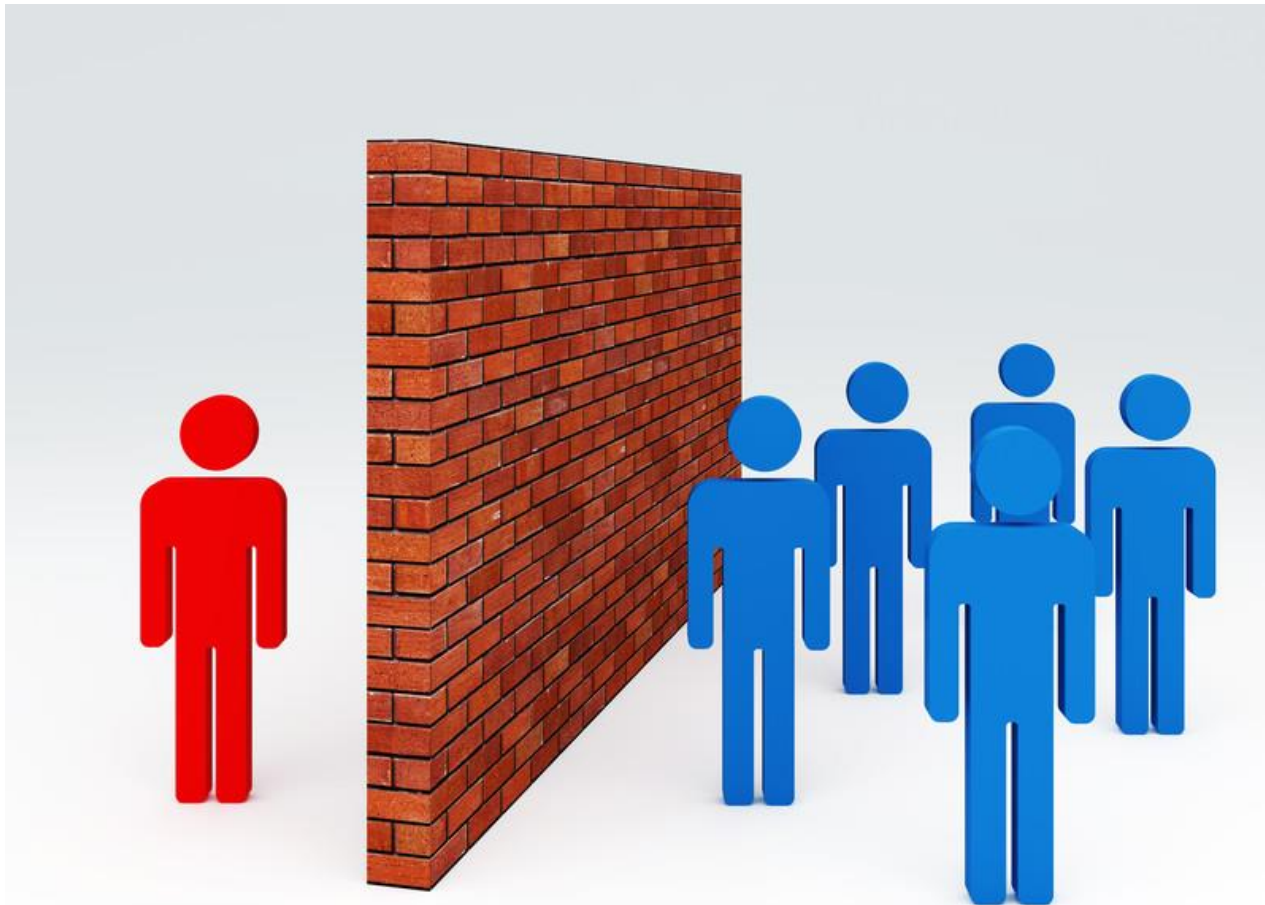
Specific Areas of Focus

2. Support access to effective teaching and learning in standards-based instruction using UDL



Specific Areas of Focus

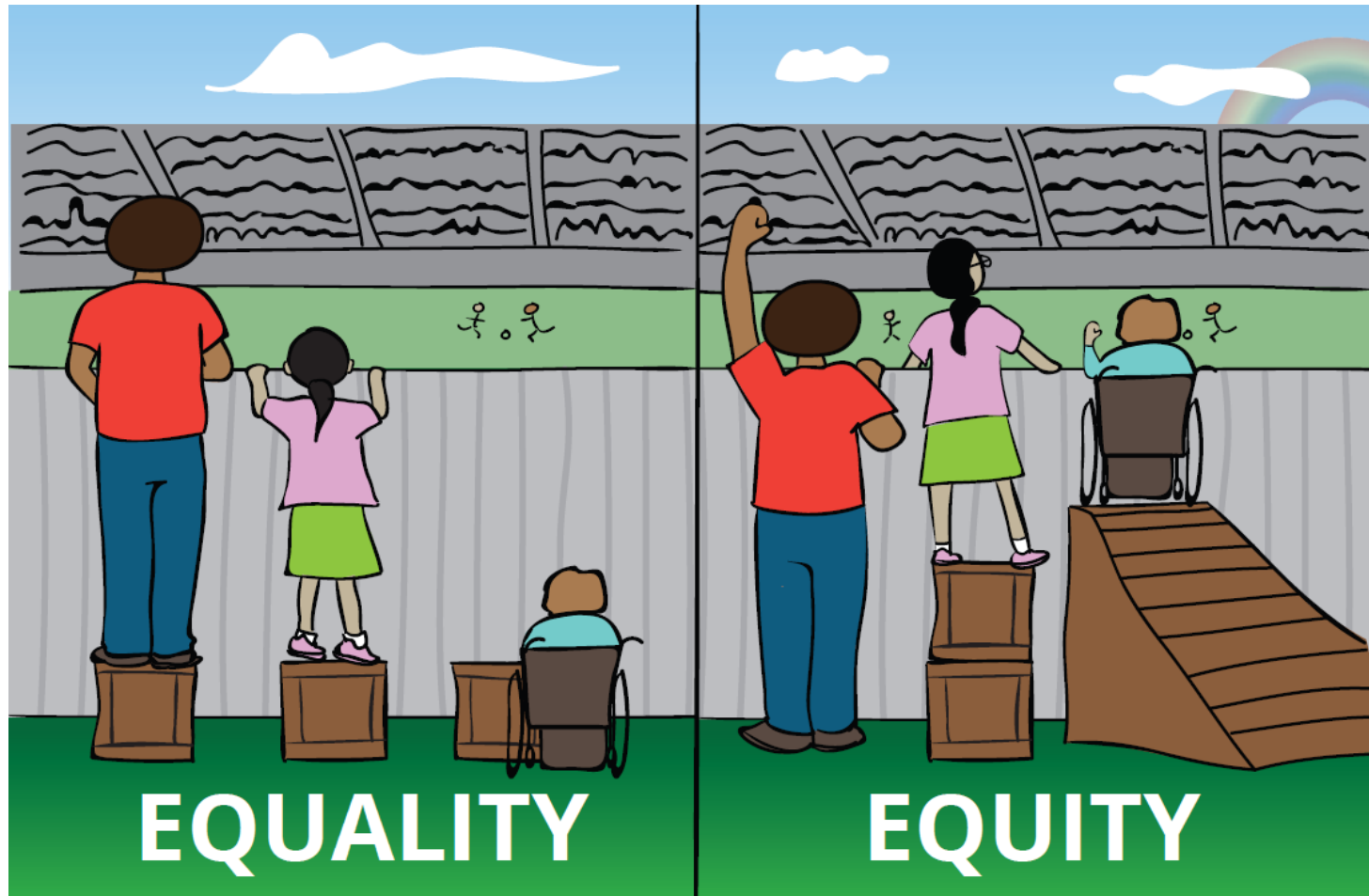
3. Communicative Competence



How do we accomplish this?



Educational Equity



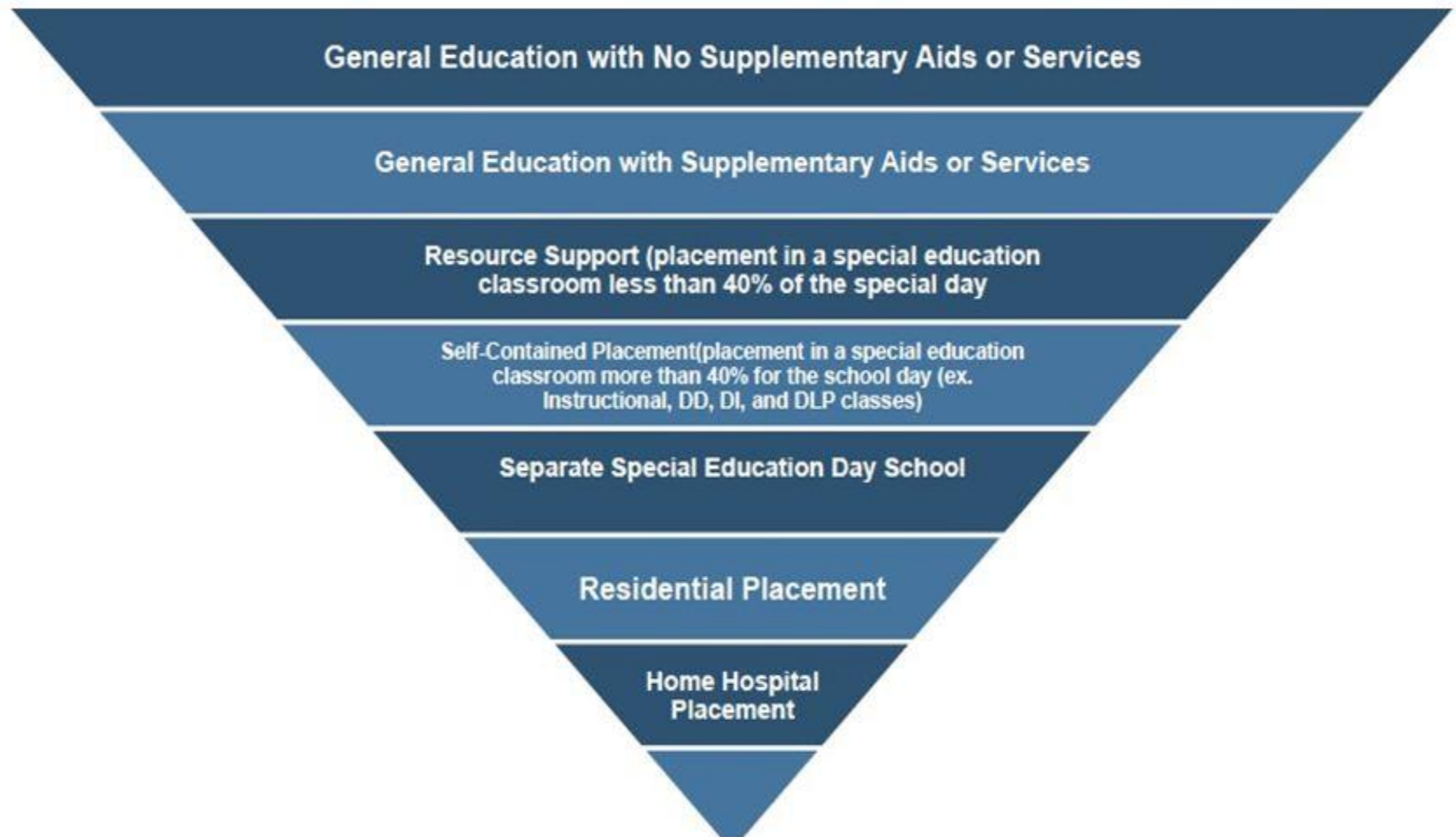


In light of all of that....

Some children require both temporary and long term alternative placements in order to make academic progress as determined by their IEP team.



Continuum of Special Education Services



Total Students with Disabilities in Non-Public Schools 2016-17

Residential Status	Percent	Number of Students
Not Residential	94.47	11,539
Residential	5.53	676
Total	100	12,215



Non-Public School Frequency by In and Out of State Placements

Location	Percent	Frequency
In-State	96.37	11,771
Out of State	3.63	444
Total	100	12,215

Trending in Special Education Policy





Keeping in mind.....

- Students with disabilities are general education students first
- LRE opportunities should start with the general education environment
- Increasing opportunities for inclusive educational opportunities for students with disabilities beginning in preschool is critical



- Communicative competence is essential
- Every student is our student
- Special education is not a place

Again, what are we mapping to?



All students are prepared to work,
live and thrive in their local
community.

BIG PLANS



Update the technology within the division in order to better coordinate activities, compliance determinations, technical assistance and reduce administrative burden on LEAs and NPS/NPAs through the creation of a web-based platform “mother ship” that is accessible by CDE and LEAs.

Answering Some Outstanding Questions

- Workgroups
- Special Education Funding/Budget
- SUMS Project
- Accountability





We need your input ...

From your perspective, what do schools and educators need to increase the number of students with disabilities served in general education classrooms?



We need your input ...

What do schools and educators need to improve access among students with disabilities to effective standards-based instruction using high quality curriculum materials aligned with the California Standards?



We need your input ...

What do schools and educators need to improve the performance of students with disabilities on the state assessments? Are changes needed to the current assessment process to allow students with disabilities to demonstrate what they really know?



Come tell me what you think!



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Contact Information

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